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ABSTRACT

This book opens up ways of teaching and devising programs which place the students' cultural experiences at the center of language production and consumption. It provides concrete models of cultural studies programs and classrooms for high school and college teachers who would like to try the "cultural studies approach." It also offers a "jargon-free" definition of cultural studies, describing its potential as an innovative method for teaching English and developing programs. Following introductory material, the 19 essays in the book are: (1) "Cults of Culture" (Michael Blitz and C. Mark Hurlbert); (2) "Committing the Curriculum and Other Misdemeanors" (Alan Kennedy); (3) "Composing a Cultural Studies Curriculum at Pitt" (Philip E. Smith II); (4) "A Very Good Idea Indeed: The (Post)Modern Labor Force and Curricular Reform" (Mas'ud Zavarzadeh and Donald Morton); (5) "The Syracuse University Writing Program and Cultural Studies: A Personal View of the Politics of Development" (James Thomas Zebroski); (6) "One Person, Many Worlds: A Multi-Cultural Composition Curriculum" (Delores K. Schriner); (7) "Giving Religion, Taking Gold: Disciplinary Cultures and the Claims of Writing across the Curriculum" (Christine Farris); (8) "'Writing about Difference': Hard Cases for Cultural Studies" (Richard Fantics0ff and Linda Brodkey); (9) "Cultural Studies and the Undergraduate Literature Curriculum" (Anne Balsamo); (10) "A Course in 'Cultural Studies'" (Paul Smith); (11) "Forming an Interactive Literacy in the Writing Classroom" (Cathy Fleischer); (12) "Issues of Subjectivity and Resistance: Cultural Studies in the Composition Classroom" (Diane George and Diana Shoos); (13) "Using Cultural Theory to Critique and Reconceptualize the Research Paper" (Kathleen McCormick); (14) "'This Could Have Been Me': Composition and the Implications of Cultural Perspective" (Lori Robison); (15) "Cultural Studies: Reading Visual Texts" (Joel Foreman and David R. Shumway); (16) "Valeont, the Boutique; Marc, the Gunman; Marteuil, the Feminist; Some Truly Dangerous Liaisons" (Richard E. Miller); (17) "Deconstruction for Cultural Critique: Teaching Raymond Carver's 'What We Talk about When We Talk about Love'" (Alan W. France); and (19) "Retaeching Shakespeare" (Mark Fortier). (NKA)